

1-3 c.3

**PREPRIMER WORKBOOK**  
*for*  
**SKIP ALONG**  
**UNDER the SKY**  
**OPEN the DOOR**

*Jean Day*

*Name*

**THE ALICE AND JERRY BOOKS**

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THE WORKBOOK  
SKIP ALONG, UP

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OPEN THE DOOR

THIS Workbook is planned to accompany the new preprimer program of The part of the developmental reading program time should be taken to discuss the well-rounded reading development.

All words comprising the vocabulary are introduced.

An informal test of pupil development is given at the end of each of the three texts. The test answers for

The purposes of the various activities are:

1. To provide experience in associating words with pictures, pages 15, 16, 18, 22, 23, 24, 25, 26, 27, 29, 31, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79
2. To provide experience in coloring pictures, pages 15, 16, 18, 22, 23, 24, 25, 26, 27, 29, 31, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79
3. To reinforce visual imagery with words, pages 15, 16, 18, 22, 23, 24, 25, 26, 27, 29, 31, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79
4. To give practice in following directions, pages 15, 16, 18, 22, 23, 24, 25, 26, 27, 29, 31, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79
5. To provide experience in matching meanings expressed in pictures, pages 3, 14, 32, 49
6. To provide experience in noting likenesses and differences in picture detail, pages 3, 14, 32, 49
7. To provide experience in discriminating between word forms and in noting likenesses and differences in word forms, pages 4, 5, 8, 10, 55, 76
8. To provide experience in extending and clarifying concepts, pages 6, 9, 11, 13, 15, 16, 22, 25, 26, 27, 28, 29, 36, 38, 47, 50, 54, 56, 67, 75
9. To provide experience in associating ideas and seeing relationships, pages 7, 19, 23, 31, 33, 35, 37, 40, 41, 42, 43, 44, 52, 53, 58, 59, 67, 68, 75, 77
10. To provide experience in classifying ideas, pages 7, 18, 19, 27, 31, 35
11. To provide experience in identifying and following a sequence of ideas and events, pages 8, 10, 12, 17, 21, 34, 46, 57, 60, 62, 69, 70, 72
12. To provide experience in interpreting pictures, pages 12, 17, 21, 34, 46, 58, 60, 62, 69, 72
13. To provide experience in predicting outcomes, pages 12, 17, 21, 34, 46, 52, 58, 60, 62
14. To provide experience in discriminating between number forms, pages 12, 17, 21, 34
15. To provide experience in accurate sentence interpretation, page 39
16. To provide experience in exercising judgment, page 40
17. To provide experience in noting picture detail and seeing relationships, page 61
18. To provide experience in associating ideas and seeing relationships between words of opposite meaning, page 63
19. To provide experience in auditory discrimination, pages 64, 66, 73, 79
20. To provide experience in using imagination, pages 68, 74
21. To reinforce visual imagery with auditory, page 73
22. To provide experience in associating meaning with word forms, pages 74, 75
23. To provide experience in visual discrimination, page 78
24. To reinforce visual discrimination with auditory discrimination, page 79

Tests

1. Informal test of pupil ability in associating meaning with pictures and word forms, pages 20, 45
2. Informal test of pupil ability in phrase and sentence interpretation, pages 20, 45
3. Informal test of word recognition, pages 20, 45, 80
4. Informal test of pupil ability in following precise directions, pages 20, 45

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Door—the first three preprimers activities included are a definite beginning the activities, and sufficient workbook will contribute much to

and no new vocabulary is in-

the Workbook devoted to each of this Workbook.

pages 1, 2, 4, 5, 6, 8, 9, 10, 11, 13, 17, 48, 50, 51, 52, 53, 54, 56, 57.

12, 13, 17, 19, 21, 26, 27, 29, 31,

11, 13, 14, 15, 16, 18, 19, 22, 23, 19, 50, 51, 52, 53, 54, 56, 57, 58,





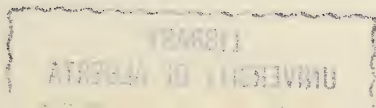
Alice



USE: With pages 2-8, *Skip Along*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, and in color discrimination; to reinforce visual imagery with kinesthetic imagery; to initiate habit of following precise directions.

DIRECTIONS: Have pupils trace word *Alice*, color separate items of clothing and toys, using whatever colors they wish; and then color the figure of Alice, using the same colors for the same garments and toys.



# THE WORKBOOK TO ACCOMPANY SKIP ALONG, UNDER THE SKY, and OPEN THE DOOR

By Mabel O'Donnell

THIS Workbook is planned to accompany *Skip Along*, *Under the Sky*, and *Open the Door*—the first three preprimers of the new preprimer program of THE ALICE AND JERRY BASIC READERS. The reading activities included are a definite part of the developmental reading program. Adequate guidance should be given preceding the activities, and sufficient time should be taken to discuss the results with pupils. Used in this way, this Workbook will contribute much to well-rounded reading development.

All words comprising the vocabulary of the texts are repeated in this Workbook, and no new vocabulary is introduced.

An informal test of pupil development is provided at the end of the portion of the Workbook devoted to each of the three texts. *The test answers for the teacher will be found on the inside back cover of this Workbook.*

The purposes of the various activities are given below, with page references.

1. To provide experience in associating meaning with pictures and word forms, pages 1, 2, 4, 5, 6, 8, 9, 10, 11, 13, 15, 16, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 36, 37, 38, 39, 40, 41, 42, 43, 44, 47, 48, 50, 51, 52, 53, 54, 56, 57, 59, 61, 63, 64, 65, 67, 70, 71, 77, 78
2. To provide experience in color discrimination, pages 1, 2, 24, 71
3. To reinforce visual imagery with kinesthetic imagery, pages 1, 2, 4, 6, 7, 9, 11, 12, 13, 17, 19, 21, 26, 27, 29, 31, 34, 36, 47, 50, 56, 66, 71
4. To give practice in following precise directions, pages 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 47, 48, 49, 50, 51, 52, 53, 54, 56, 57, 58, 59, 61, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 77, 78, 79
5. To provide experience in matching meanings expressed in pictures, pages 3, 14, 32, 49
6. To provide experience in noting likenesses and differences in picture detail, pages 3, 14, 33, 49
7. To provide experience in discriminating between word forms and in noting likenesses and differences in word forms, pages 4, 5, 8, 10, 55, 76
8. To provide experience in extending and clarifying concepts, pages 6, 9, 11, 13, 15, 16, 22, 25, 26, 27, 28, 29, 36, 38, 47, 50, 54, 56, 67, 75
9. To provide experience in associating ideas and seeing relationships, pages 7, 19, 23, 31, 33, 35, 37, 40, 41, 42, 43, 44, 52, 53, 58, 59, 67, 68, 75, 77
10. To provide experience in classifying ideas, pages 7, 18, 19, 27, 31, 35
11. To provide experience in identifying and following a sequence of ideas and events, pages 8, 10, 12, 17, 21, 34, 46, 57, 60, 62, 69, 70, 72
12. To provide experience in interpreting pictures, pages 12, 17, 21, 34, 46, 58, 60, 62, 69, 72
13. To provide experience in predicting outcomes, pages 12, 17, 21, 34, 46, 52, 58, 60, 62
14. To provide experience in discriminating between number forms, pages 12, 17, 21, 34
15. To provide experience in accurate sentence interpretation, page 39
16. To provide experience in exercising judgment, page 40
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18. To provide experience in associating ideas and seeing relationships between words of opposite meaning, page 63
19. To provide experience in auditory discrimination, pages 64, 66, 73, 79
20. To provide experience in using imagination, pages 68, 74
21. To reinforce visual imagery with auditory, page 73
22. To provide experience in associating meaning with word forms, pages 74, 75
23. To provide experience in visual discrimination, page 78
24. To reinforce visual discrimination with auditory discrimination, page 79

## Tests

1. Informal test of pupil ability in associating meaning with pictures and word forms, pages 20, 45
2. Informal test of pupil ability in phrase and sentence interpretation, pages 20, 45
3. Informal test of word recognition, pages 20, 45, 80
4. Informal test of pupil ability in following precise directions, pages 20, 45

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Alice



USE: With pages 2-8, *Skip Along*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, and in color discrimination; to reinforce visual imagery with kinesthetic imagery; to initiate habit of following precise directions.

DIRECTIONS: Have pupils trace word *Alice* color separate items of clothing and toys, using whatever colors they wish; and then color the figure of Alice, using the same colors for the same garments and toys.



Jerry

2





USE: With pages 2-8, *Skip Along*.

PURPOSE: To provide experience in matching meanings expressed in pictures, and in noting likenesses and differences in picture detail; to give practice in following precise directions.

DIRECTIONS: Have pupils draw a line from each rebus to the corresponding animal in the large picture above and then color the large picture. Have pupils trace guide line as example.



Alice Jerry Jip

USE: With pages 9-12, *Skip Along*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in discriminating between word forms, and in following precise directions, to reinforce visual imagery with kinesthetic imagery.

DIRECTIONS: Have pupils trace names and draw a line from each name to the picture it represents. Have pupils trace guide line as example. Then have them color the picture.





Jerry and Alice.....  
 Alice and Jip



Alice and Jerry and Jip  
 Jerry and Jip



Jerry and Alice and Jip  
 Jerry and Alice



USE: With pages 9-12, *Skip Along*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in discriminating between word forms, and in following precise directions.

DIRECTIONS: Have pupils draw a line from each phrase to the picture which illustrates its meaning. Have pupils trace guide line as example. Then have them color the pictures.

# ride



Jerry can ride.....

Alice can ride.



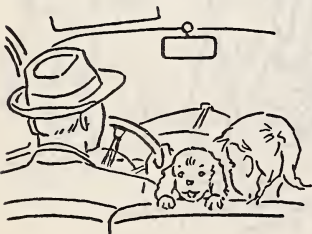
Alice can ride.

Jerry can ride.



Jip can ride.

Jerry can ride.



Alice and Jip can ride.

Alice and Jerry can ride.

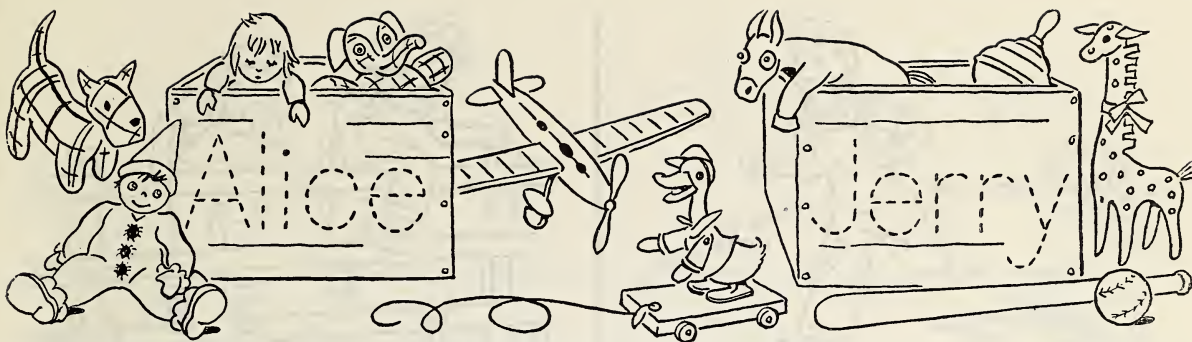


USE: With pages 13-16, *Skip Along*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in extending and clarifying concepts, and in following precise directions; to reinforce visual imagery with kinesthetic imagery.

DIRECTIONS: Have pupils trace word *ride*, read each sentence, and draw a line to the picture which illustrates its meaning. Have pupils trace guide line as example. Then have them color the pictures.





USE: With pages 13-16, *Skip Along*.

PURPOSE: To provide experience in associating ideas and seeing relationships, in classifying ideas, and in following precise directions; to reinforce visual imagery with kinesthetic imagery.

7

DIRECTIONS: Have pupils trace names on boxes and then color boxes and toys. In the space below have them draw and color toys which might be in the boxes but which cannot be seen. The girls may draw Alice's toys, the boys Jerry's.



Come, Jerry, come.

Come here, Jerry.

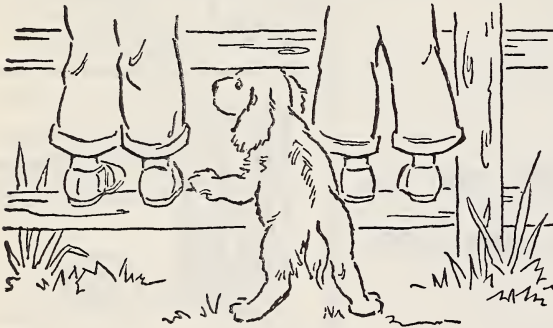
Come, Jerry, come.



Look, look, Jerry.

Look, look, Jerry.

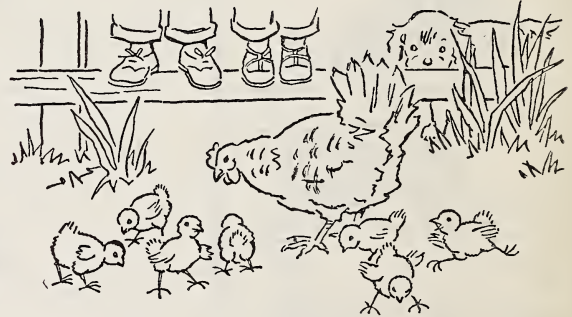
Look here, Jerry.



Look here, Jip.

Look, Jip, look.

Look here, Jip.



See the  .

See the  .

See the  .

USE: With pages 17-20, *Skip Along*.

PURPOSE: To provide experience in identifying a sequence of ideas, in associating meaning with pictures and word forms, in noting likenesses and differences in word forms, and in following precise directions.

DIRECTIONS: Discuss the story as told by the picture sequence. Have pupils read sentences under each picture, find the sentence which is identical with the underlined sentence, and draw a line under it. Have pupils trace guide line as example. Then have them color pictures.



up

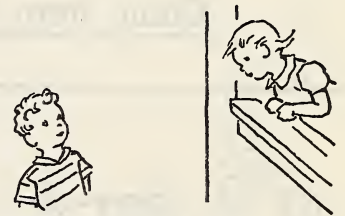
down



Here I go up.  
Here I go down.



Look up, Jerry.  
Look down, Jerry.



I can go up.  
I can go down.



Here I go up.  
I can go down.



USE: With pages 17-20, *Skip Along*.  
PURPOSE: To provide experience in associating meaning with pictures and word forms, in extending and clarifying concepts, and in following precise directions; to reinforce visual imagery with kinesthetic imagery.

DIRECTIONS: Have pupils trace words *up* and *down*, read each sentence, draw a line to the picture which illustrates its meaning, and then color the pictures.



Come here, Alice.

Come, Jip, come.

Come here, Alice.



See Jip go.

Go, Jip, go.

See Jip go.



Look, look, Alice.

Look, look, Alice.

Look here, Alice.



Come, Jip, come.

Come here, Jip.

Come, Jip, come.

USE: With pages 21-24, *Skip Along*.

PURPOSE: To provide experience in identifying a sequence of ideas, in associating meaning with pictures and word forms, in noting likenesses and differences in word forms, and in following precise directions.

DIRECTIONS: Discuss the story as told by picture sequence. Have pupils read the sentences under each picture, find the sentence which is identical with the underlined sentence, and draw a line under it. Have pupils trace guide line as example. Then have them color pictures.

# one two three

one



two



three



one



two



three



one



two



three



one

2

two

3

three

1

USE: With pages 21-24, *Skip Along*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in extending and clarifying concepts, and in following precise directions; to reinforce visual imagery with kinesthetic imagery.

DIRECTIONS: Have pupils trace the words in broken type, read each of the other words, and draw a line from each word to the picture which illustrates its meaning. Have pupils trace guide line as example. Then have them color pictures.





1



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4

USE: With pages 25-28, *Skip Along*.  
 PURPOSE: To provide experience in interpreting pictures, in identifying a sequence of events, in predicting outcomes, and in discriminating between number forms; to reinforce visual imagery with kinesthetic imagery.

DIRECTIONS: Have pupils read and discuss the picture sequence, decide for themselves where Alice and Jerry are going, and then, in the space below, draw what Alice and Jerry will see when they arrive at school. Have pupils trace numbers and color pictures.

# jump



Jump, Alice, jump.

Jump up, Jip.

Jump down, Jerry.



See Jerry jump up.

See Jip jump down.

See Alice jump down.



Jip can jump.

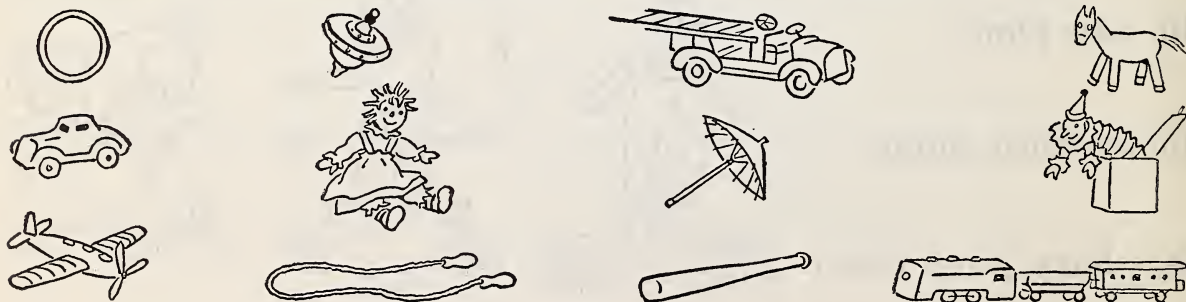
Jump, Alice, jump.

See Jerry jump down.



USE: With pages 25-28, *Skip Along*.  
PURPOSE: To provide experience in associating meaning with pictures and word forms, in extending and clarifying concepts, and in following precise directions; to reinforce visual imagery with kinesthetic imagery.

DIRECTIONS: Have pupils trace word *jump*, read each sentence, and draw a line to the picture which illustrates its meaning. Have pupils trace guide line as example. Then have them color pictures.



USE: With pages 29-32, *Skip Along*.  
 PURPOSE: To provide experience in matching meanings expressed in pictures, and in noting likenesses and differences in picture detail; to give practice in following precise directions.

DIRECTIONS: Have pupils draw a line from each rebus to the corresponding toy in the picture above and then color the large picture.





I can see Alice.

I can see three



I can see Alice.

I can see two



One, two.

See my two



One, two, three.

See my three



Look up, Alice.

I see two



Look, Alice, look.

I see one



USE: With pages 29-32, *Skip Along*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in extending and clarifying concepts, and in following precise directions.

DIRECTIONS: Have pupils read the two sentences in each group, then draw a line to the picture which illustrates their meaning, and then color pictures. Have pupils trace guide line as example.

I can ride.

I can go up.

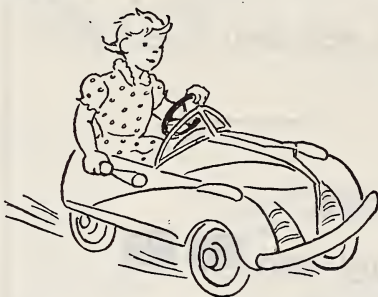
I can jump.



See Alice go up.

See Alice jump.

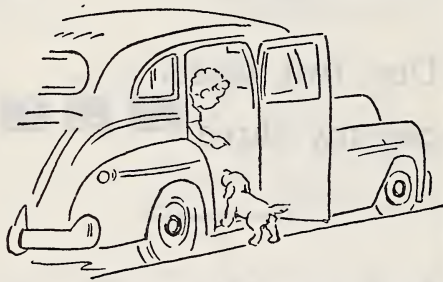
See Alice ride.



Jump, Jip, jump.

Go, Jip, go.

Come and ride, Jip.



Alice and Jerry go up.

Alice and Jerry go down.

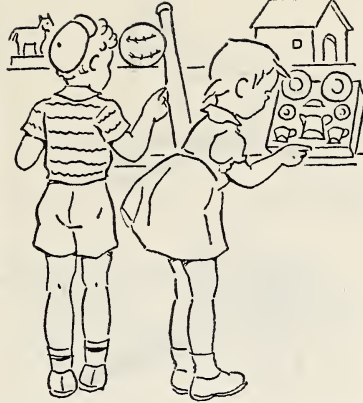
Alice and Jip go down.



USE: With pages 33-36, *Skip Along*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in extending and clarifying concepts, and in following precise directions.

DIRECTIONS: Have pupils read each sentence and discover for themselves that one sentence in each group is not illustrated. Then have them draw a line from each of the other sentences to the picture which illustrates its meaning, and then color the pictures.



1

2

3

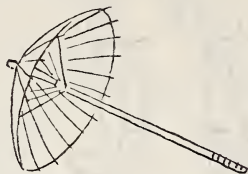
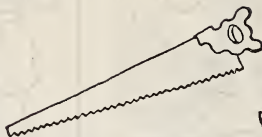
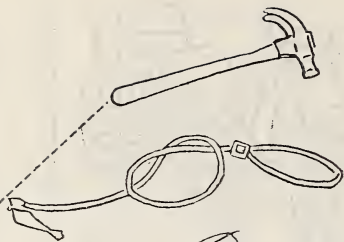
4

USE: With pages 33-36, *Skip Along*.

PURPOSE: To provide experience in interpreting pictures, in identifying a sequence of events, in predicting outcomes, and in discriminating between number forms; to reinforce visual imagery with kinesthetic imagery.

DIRECTIONS: Have pupils read the picture sequence and decide for themselves what Alice and Jerry are taking home from the store. Then, in the space below, have them draw what happened next. The girls may draw what Alice did next, the boys what Jerry did. Have pupils trace the numbers and color pictures.

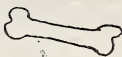




Come and see.

See my \_\_\_\_.

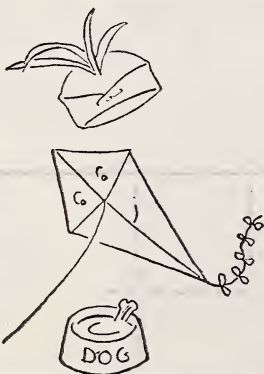
See my \_\_\_\_.



Come here and see.

See my \_\_\_\_.

See my \_\_\_\_.



Look, Jerry, look.

See my \_\_\_\_.

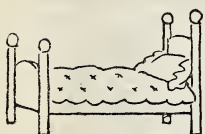
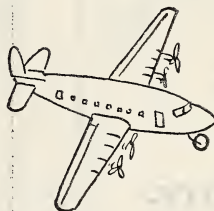
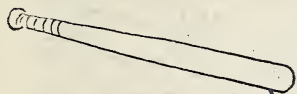
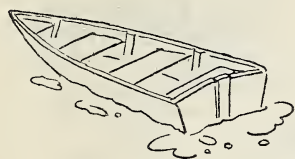
See my \_\_\_\_.

USE: With pages 37-42, *Skip Along*.

PURPOSE. To provide experience in associating meaning with pictures and word forms, in classifying ideas, and in following precise directions.

DIRECTIONS: Have pupils read sentences under each figure at the left and then draw a line from each of the last two sentences in each group to the rebus which completes the thought of the sentence. Have pupils trace guide line as example. Then have them color pictures.

# Alice Jerry Jip



USE: With pages 43-47, *Skip Along*.

PURPOSE: To provide experience in associating ideas and seeing relationships, in classifying ideas, and in following precise directions; to reinforce visual imagery with kinesthetic imagery.

DIRECTIONS: Have pupils trace the name *Alice* in red, *Jerry* in blue, *Jip* in brown. Have them draw a red crayon line under the picture of each thing that belongs to Alice, a blue crayon line under the picture of each thing that belongs to Jerry, and a brown crayon line under the picture of each thing that belongs to Jip. Then have them color pictures.

See Alice.



## Part 1

Come here, Jip.

Look down, Jerry.

I can jump.

Look up, Jerry.

Go, Jip, go.

I can ride and ride.

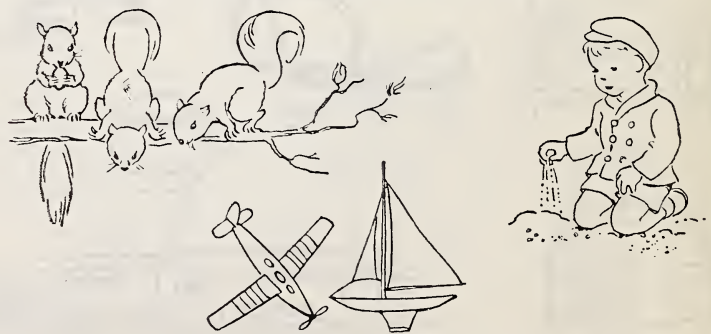


## Part 2

See my two \_\_\_\_.

I can see one \_\_\_\_.

See the three \_\_\_\_.



USE: Informal test following completion of *Skip Along*.

PURPOSE: To test recognition of the 20 words introduced in *Skip Along*; pupil ability in sentence interpretation, in associating meaning with pictures and word forms, and in following precise directions.

DIRECTIONS: Have pupils read each sentence on the left and draw a line from the sentence to the picture which illustrates its meaning. See that each pupil reads the sample sentence correctly and draws a line to the right picture before proceeding with the test. After that, give no further help. Test is in two parts. See that all pupils complete Part 1 before proceeding with Part 2. See *Teacher's Guidebook for the Preprimer Program* for further discussion of test.





1

2

3



USE: With pages 2-8, *Under the Sky*.

PURPOSE: To provide experience in interpreting pictures, in identifying a sequence of events, in predicting outcomes, and in discriminating between number forms; to reinforce visual imagery with kinesthetic imagery.

DIRECTIONS: Have pupils read and discuss the picture sequence in Row 1, then decide for themselves which of the pictures in Row 2 tells what will happen next, and number that picture 4. Have pupils trace numbers and color only those pictures which tell the story.

Look up.



Look up, Jerry.



Look up.



Look up, Alice.



USE: With pages 2-8, *Under the Sky*.  
PURPOSE: To provide experience in associating meaning with pictures and word forms, in extending and clarifying concepts, and in following precise directions.

DIRECTIONS: Have pupils read each sentence and draw a line to the picture which illustrates its meaning. Have pupils trace guide line as example. Then have them color pictures.



I like \_\_\_\_.



I like \_\_\_\_.



I like \_\_\_\_.



I like \_\_\_\_.



I like \_\_\_\_.



I like \_\_\_\_.




USE. With pages 9-14, *Under the Sky*.  
PURPOSE. To provide experience in associating meaning with pictures and word forms, in associating ideas and seeing relationships, and in following precise directions.


DIRECTIONS: Have pupils draw a line from each sentence to the picture on the right which completes its meaning. Then have them color pictures.



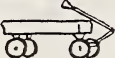


See my red  .




See my blue  .



See my blue  .




See my red  .



See my red  .



See my blue  .

USE With pages 9-14, *Under the Sky*.

PURPOSE To provide experience in associating meaning with pictures and word forms, in color discrimination, and in following precise directions.

DIRECTIONS: Have pupils read each sentence and color ball, doll bed, wagon, et cetera according to directions, then have them color remainder of each picture as they wish.



See me go.  
Come on, Jip.

Come here, Alice.  
Come to me.



Here I go, Alice.  
Here I go down.

Look, Alice.  
I see Father and Mother.



Look down, Jerry.  
Look down here.

See me, Alice.  
See me go up.



USE: With pages 15-20, *Under the Sky*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in extending and clarifying concepts, and in following precise directions.

DIRECTIONS: Have pupils read the two sentences in each group, draw a line to the picture which illustrates their meaning, and then color pictures.

come



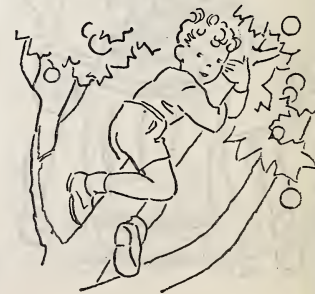
go



up



down

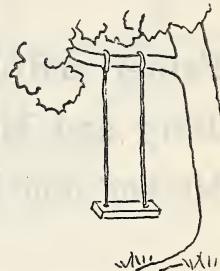
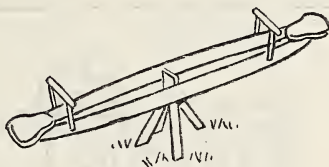
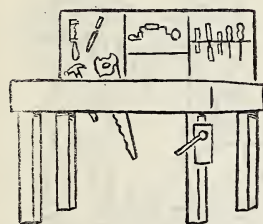
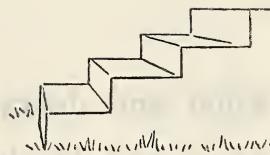
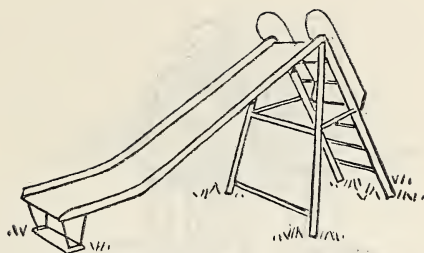


USE: With pages 15-20, *Under the Sky*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in extending and clarifying concepts, and in following precise directions; to reinforce visual imagery with kinesthetic imagery.

DIRECTIONS: Have pupils trace the words, draw a line from each word to the picture which illustrates its meaning, and then color the pictures.





up and down

USE: With pages 21-24, *Under the Sky*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in extending and clarifying concepts, in classifying ideas, and in following precise directions; to reinforce visual imagery with kinesthetic imagery.

DIRECTIONS: Have pupils trace phrase *up and down* and color each picture which illustrates something upon or in which they could go up and down.

Alice and Jerry  
 Alice and Mother  
 Alice and May



Father and Jerry  
 Jerry and May  
 Mother and May



May and the kittens  
 Alice and Father  
 Jerry and Mother



One kitten  
 Three kittens  
 Two kittens



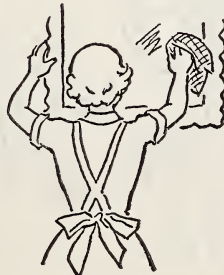
USE. With pages 25-28, *Under the Sky*.

PURPOSE To provide experience in associating meaning with pictures and word forms, in extending and clarifying concepts, and in following precise directions.

DIRECTIONS: Have pupils read each phrase and discover for themselves that one phrase in each group is not illustrated. Then have them draw a line from each of the other phrases to the picture which illustrates its meaning, and then color pictures.



play



USE: With pages 25-28, *Under the Sky*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in extending and clarifying a word concept, and in following precise directions; to reinforce visual imagery with kinesthetic imagery.

DIRECTIONS: Have pupils trace word *play* and then color each picture which illustrates its meaning.





Come on, Alice.

Come and ride.

Come and ride with me.



I like to play.

I want to play.

I want to play with May.



I want to go.

I want to go with Jerry.

I want to go with Mother.

USE: With pages 29-32, *Under the Sky*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, and in following precise directions.

DIRECTIONS: Have pupils read sentences under each figure at the left and then draw a line to the picture at the right which illustrates their meaning. Have pupils trace guide line as example. Then have them color pictures.

# play jump ride

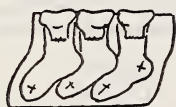
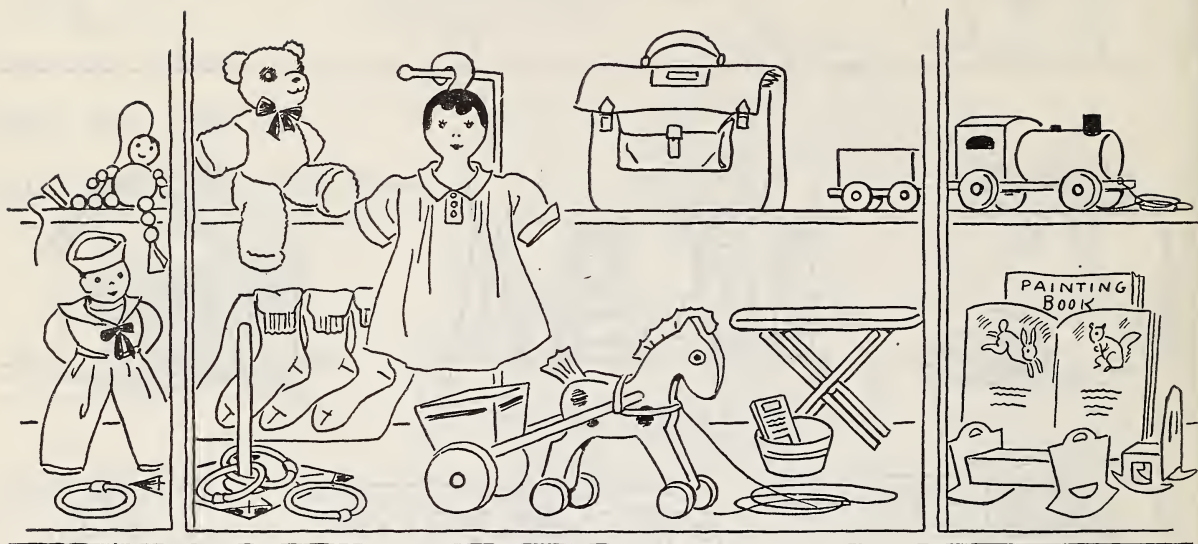


USE: With pages 29-32, *Under the Sky*.

PURPOSE: To provide experience in associating ideas and seeing relationships, in classifying ideas, and in following precise directions; to reinforce visual imagery with kinesthetic imagery.

DIRECTIONS: Have pupils trace the word *play* in red, *jump* in blue, and *ride* in brown. Have them draw a red crayon line under each picture that illustrates the idea "play," a blue line under each picture that illustrates the idea "jump," and a brown line under each picture that illustrates the idea "ride." Then have them color pictures.

# Store



USE: With pages 33-38, *Under the Sky*.

PURPOSE: To provide experience in matching meanings expressed in pictures, in noting likenesses and differences in picture detail, and in following precise directions.

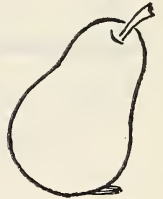
DIRECTIONS: Have pupils trace word *Store*, then draw a line from each rebus to the corresponding object in the large picture above, and then color the large picture.





I want something blue.

---



I want something red.

---



I want something little.

---



I want something good.

USE: With pages 33-38, *Under the Sky*.  
PURPOSE: To provide experience in associating meaning with pictures and word forms, in associating ideas and seeing relationships, and in following precise directions.

DIRECTIONS: Have pupils read the sentence under each figure at the left, draw a line from each sentence to the picture at the right which illustrates its meaning, and then color the pictures.



1

2

3



USE: With pages 39-44, *Under the Sky*.

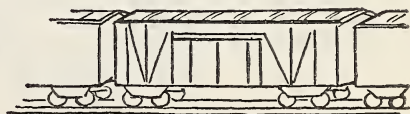
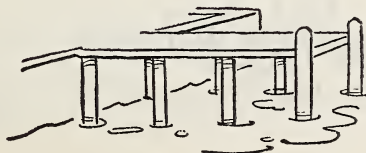
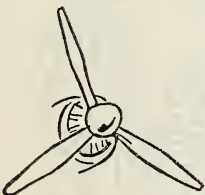
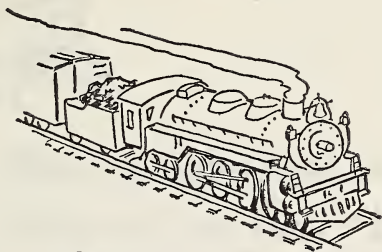
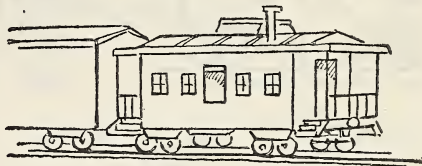
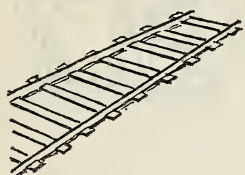
PURPOSE: To provide experience in interpreting pictures, in identifying a sequence of events, in predicting outcomes, and in discriminating between number forms; to reinforce visual imagery with kinesthetic imagery.

DIRECTIONS: Have pupils read and discuss the picture sequence in Row 1, then decide for themselves which of the pictures in Row 2 tells what will happen next, and number that picture 4. Have pupils trace numbers and color only those pictures which tell the story.

airplane

train

boat

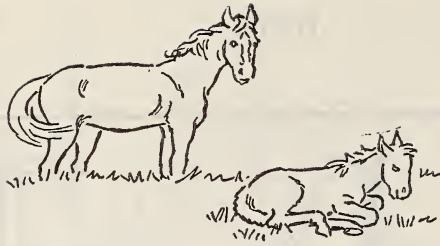


USE: With pages 39-44, *Under the Sky*.

PURPOSE: To provide experience in associating ideas and seeing relationships, in classifying ideas, and in following precise directions.

DIRECTIONS: Have pupils draw a red line under the word *airplane* and under each picture which is associated with it in meaning. In similar fashion, have pupils use blue for *boat* and brown for *train*.





big



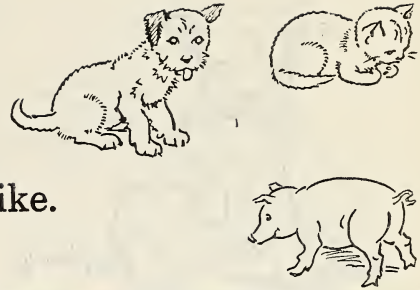
USE: With pages 45-50, *Under the Sky*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in extending and clarifying a word concept, and in following precise directions; to reinforce visual imagery with kinesthetic imagery.

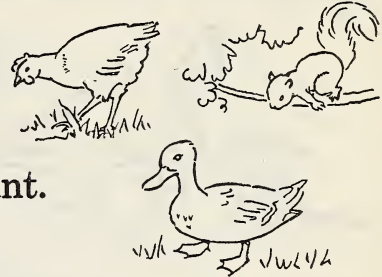
DIRECTIONS: Have pupils trace word *big* and then draw a line from the word to the object in each picture which illustrates the meaning "big." Have pupils trace guide line as example. Then have them color pictures.



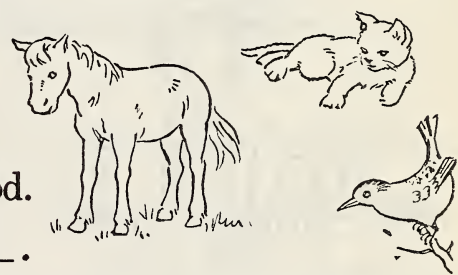
Here is something you like.  
Come to me, little \_\_\_\_.



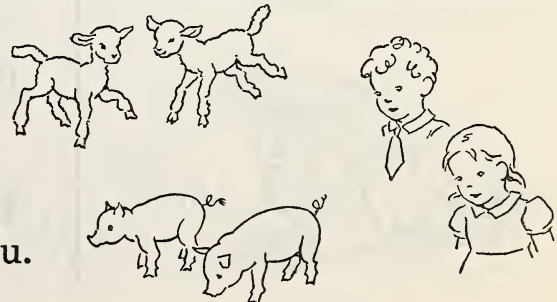
Here is something you want.  
Come to me, little \_\_\_\_.



Here is something good.  
Come to me, little \_\_\_\_.



Come to see me.  
I want to see you.



USE: With pages 45-50, *Under the Sky*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in associating ideas and seeing relationships, and in following precise directions.

DIRECTIONS: Have pupils read the two sentences in each group, then draw a line from the second sentence to the picture on the right which completes its meaning, and then color pictures.



puppy

kitten



puppy

kittens



puppy

kittens



puppy

kittens



USE: With pages 51-56, *Under the Sky*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in extending and clarifying concepts, and in following precise directions.

DIRECTIONS: Have pupils draw a line from each word to the picture which illustrates its meaning and then color pictures.



May likes to play.  
May likes to jump.

Here is my airplane.  
See my airplane go up.

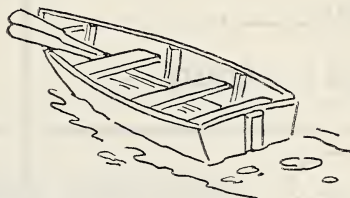
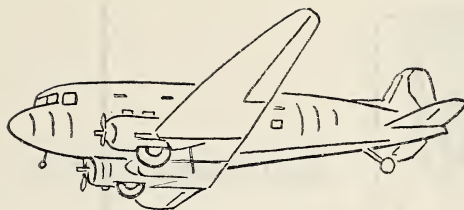
Come and see my train.  
See my train go.

Here is my store.  
Come in, come in.

One, two, three.  
I see three kittens.

I want to ride.  
I want to ride in my boat.

Come here, little puppy.  
You can play with me.



USE: With pages 51-56, *Under the Sky*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in accurate sentence interpretation, and in following precise directions.

DIRECTIONS: Have pupils read the two sentences in each group, draw a line to the picture which illustrates their meaning, and then color pictures.



Jerry can play \_\_\_\_.

boat store train



Alice is \_\_\_\_.

big red blue



May likes to \_\_\_\_.

go ride jump



Jerry likes to \_\_\_\_.

jump come ride



Alice can ride with \_\_\_\_.

Mother Father May



May wants the big blue \_\_\_\_.

kitten boat puppy

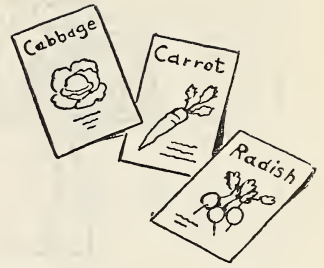
USE: With pages 57-60, *Under the Sky*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in associating ideas and seeing relationships, in exercising judgment, and in following precise directions.

DIRECTIONS: Have pupils read each sentence, draw a line around the word in the line below which completes its meaning, and then color pictures. Have pupils trace guide line as an example of how to draw a line around.



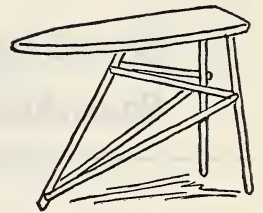
Mother wants something.



Father wants something.



Jip wants something.



Alice wants something.



USE: With pages 61-64, *Under the Sky*.

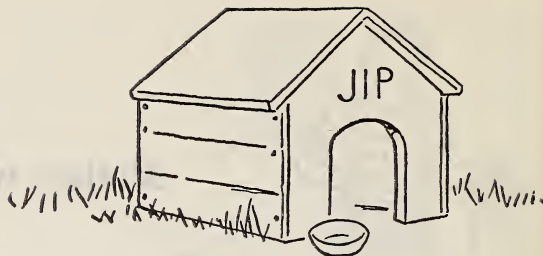
PURPOSE: To provide experience in associating meaning with pictures and word forms, in associating ideas and seeing relationships, and in following precise directions.

DIRECTIONS: Have pupils read each sentence, then draw a line from each picture on the left to the picture on the right which completes its meaning, and then color pictures.





Something Alice likes  
Something Jerry likes



Something Jerry likes  
Something Jip likes



Something Father likes  
Something Alice likes



Something Mother likes  
Something kittens like

Something Alice likes

Something Jerry likes

USE: With pages 61-64, *Under the Sky*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in associating ideas and seeing relationships, and in following precise directions.

DIRECTIONS: Have pupils read the two phrases under each picture in Rows 1 and 2 and draw a line under the phrase which correctly expresses the meaning of the picture. In Row 3 have pupils draw their own pictures to illustrate the meaning of the phrase. Then have pupils color pictures.

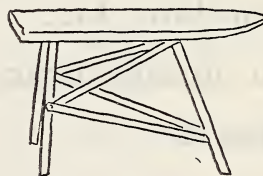
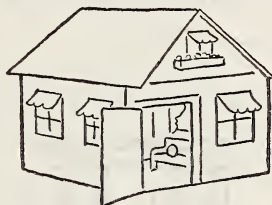
I see something.  
It is little and blue.  
Alice wants it.



I see something big.  
You can ride in it.  
It can go up and down.



I see something red.  
You can play with it.  
Jerry likes it.



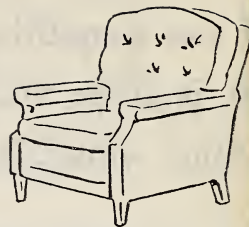
I see something big.  
Alice and Jerry like it.  
You can ride on it.



USE: With pages 65-71, *Under the Sky*.  
PURPOSE: To provide experience in associating meaning with pictures and word forms, in associating ideas and seeing relationships, and in following precise directions.

DIRECTIONS: Have pupils read each group of sentences at the left, draw a line to the picture at the right which illustrates its meaning, and then color pictures.

I see something little.  
Jip plays with it.  
It can jump.



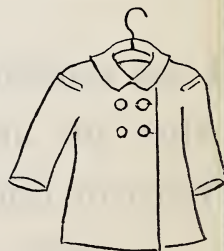
I see something good.  
It is little.  
You like it.



I see something big.  
It can go up and down.  
Jerry likes it.



I see something little.  
Jerry can play with it.  
Alice can play with it.











USE With pages 65-71, *Under the Sky*.

PURPOSE To provide experience in associating meaning with pictures and word forms, in associating ideas and seeing relationships, and in following precise directions.

DIRECTIONS: Have pupils read each group of sentences at the left, draw a line to the picture at the right which illustrates its meaning, and then color pictures.



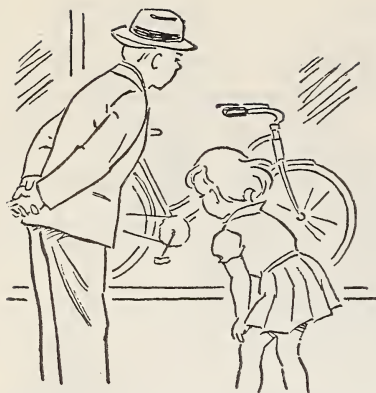
Part 1 Sample			
See Jip go.			
Look down, Alice.			
Here is my puppy.			
Look up, Alice.			
It can jump.			
Come and play.			

Part 2 Sample			
Mother and Father	May and Mother	Jerry and Jip	
my red boat	my blue boat	my big boat	
in the store	on the train	in the airplane	
one little kitten	two little kittens	three good kittens	
with me	with you	with May	
something I want	something I like	something to ride	

USE: Informal test following completion of *Under the Sky*.

PURPOSE: To test recognition of the 46 words used in *Under the Sky*; pupil ability in sentence interpretation, in phrase recognition, in associating meaning with pictures and word forms, and in following precise directions.

DIRECTIONS. *Part 1.* Have pupils read each sentence on the left and draw a line from the sentence to the picture which illustrates its meaning. See that each pupil completes the sample correctly before proceeding with the test. Give no further help. *Part 2.* In each row, have pupils draw a ring around the phrase the teacher pronounces. See inside back cover for phrases to be pronounced. See that each pupil marks the sample correctly before proceeding with the test. See *Teacher's Guidebook for the Preprimer Program* for further discussion of test.



USE: With pages 2-10, *Open the Door*.  
 PURPOSE: To provide experience in interpreting pictures, in identifying a sequence of events, and in predicting outcomes.

DIRECTIONS: Have pupils read and discuss the picture sequence in Row 1, trace the number 1, decide which picture should be numbered 2 and which 3, and write the corresponding number under each picture. Have them decide for themselves which picture in Row 2 should be numbered 4 and write 4 under it. Have them color only the pictures which tell the story.



look



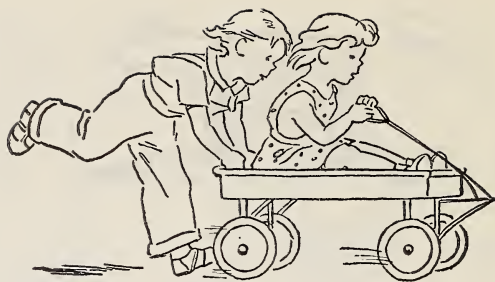
USE: With pages 2-10, *Open the Door*.  
PURPOSE: To provide experience in associating meaning with pictures and word forms, in extending and clarifying a word concept, and in following precise directions; to reinforce visual imagery with kinesthetic imagery.

DIRECTIONS: Have pupils trace the word *look*. Then, under the picture of the cow, have them draw things they would look at in the country and under the picture of the bus the things they would look at in the city.







Here comes May.  
Here comes Jip.






Alice can ride.  
May can ride.

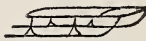


Jerry can ride my .  
I can ride my .



Alice can ride my .  
I can ride my .

I can ride my .

See my .

USE: With pages 11-16, *Open the Door*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, and in following precise directions.

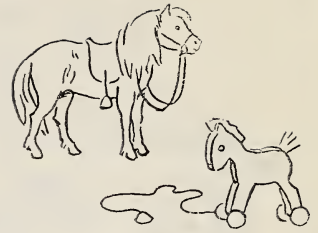
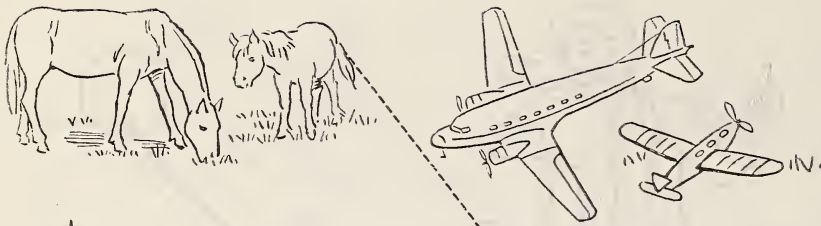
DIRECTIONS: Have pupils read the two sentences under each picture in Rows 1 and 2 and draw a line under the sentence which correctly expresses the meaning of the picture. In Row 3 have pupils draw their own pictures to illustrate the meaning of the sentences. Then have pupils color pictures.



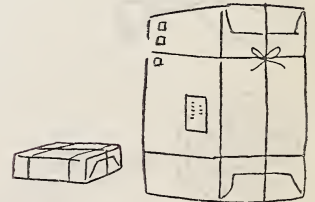
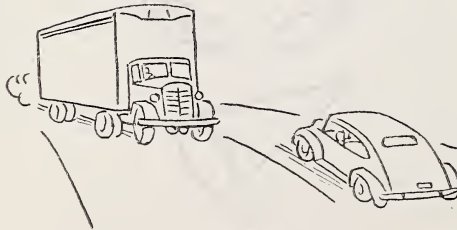
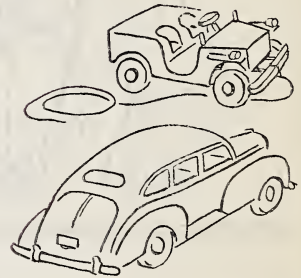
USE: With pages 11-16, *Open the Door*.

PURPOSE: To provide experience in matching meanings expressed in pictures, in noting likenesses and differences in picture detail, and in following precise directions.

DIRECTIONS: Have pupils draw a line from each rebus to the corresponding object in the large picture above and then color the large picture.



little

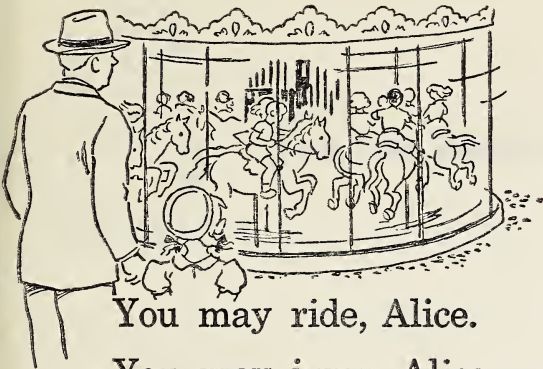


USE: With pages 11-16, *Open the Door*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in extending and clarifying a word concept, and in following precise directions; to reinforce visual imagery with kinesthetic imagery.

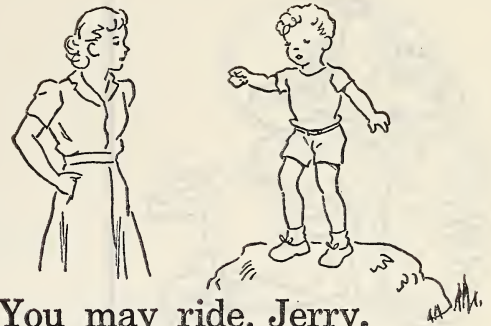
DIRECTIONS: Have pupils trace word *little* and then draw a line from the word to the object in each picture which illustrates the meaning "little." Have pupils trace guide line as example. Then have them color pictures.





You may ride, Alice.

You may jump, Alice.



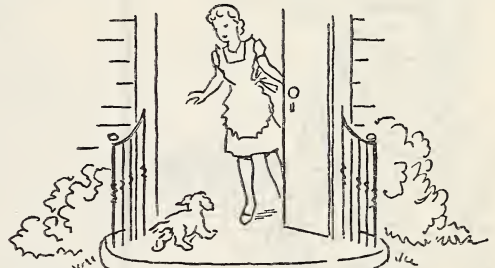
You may ride, Jerry.

You may jump, Jerry.



You may look, May.

You may jump, May.



You may come in, Jip.

You may jump, Jip.



You may jump, Mother.

You may ride, Mother.



You may look, Alice.

You may ride, Alice.

USE: With pages 17-22, *Open the Door*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, and in following precise directions.

DIRECTIONS: Have pupils read the two sentences under each picture and draw a line under the sentence which correctly expresses the meaning of the picture. Then have them color pictures.



Jerry wants to \_\_\_\_.



Alice wants to \_\_\_\_.



May wants to \_\_\_\_.

USE: With pages 17-22, *Open the Door*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in associating ideas and seeing relationships, in predicting outcomes, and in following precise directions.

DIRECTIONS: Have pupils read each partial sentence, decide from looking at the picture above what will probably happen next, and then draw their own picture to illustrate what will happen.



You can jump with \_\_\_\_.



You can play with \_\_\_\_.



You can look with \_\_\_\_.



You can go with \_\_\_\_.



USE: With pages 17-22, *Open the Door*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in associating ideas and seeing relationships, and in following precise directions.

DIRECTIONS: Call attention to the figures at the left. Then have pupils read each sentence and draw a line to the picture at the right which completes the meaning of the sentence.



Alice can see.

Alice can not see.



Jerry can play.

Jerry can not play.



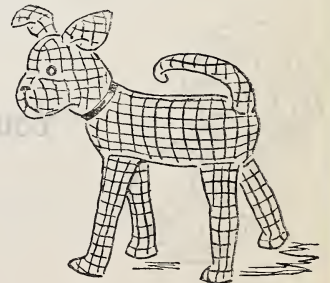
I can jump.

I can not jump.



I can play.

I can not play.



USE: With pages 23-28, *Open the Door*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in extending and clarifying the concept of the word *not*, and in following precise directions.

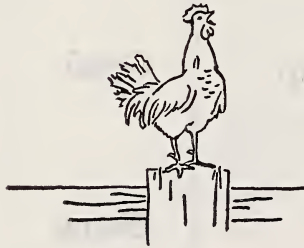
DIRECTIONS: Have pupils read each sentence, draw a line to the picture which illustrates its meaning, and then color pictures.

<p>Come                      here</p> <p>Here                      see</p> <p>Look                      come</p> <p>See                      look</p>	<p>May                      good</p> <p>Play                      mother</p> <p>Mother                      may</p> <p>Good                      play</p>
<p>You                      jump</p> <p>Jump                      go</p> <p>Go                      play</p> <p>Play                      you</p>	<p>Good                      go</p> <p>Come                      you</p> <p>You                      good</p> <p>Go                      come</p>

USE: With pages 23-28, *Open the Door*.

PURPOSE: To provide experience in noting likenesses and differences in word forms (capitalization).

DIRECTIONS: Have pupils draw a line from each word beginning with a capital letter to the same word beginning with a small letter. Have them trace guide line as example.



morning

USE: With pages 23-28, *Open the Door*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in extending and clarifying a word concept, and in following precise directions; to reinforce visual imagery with kinesthetic imagery.

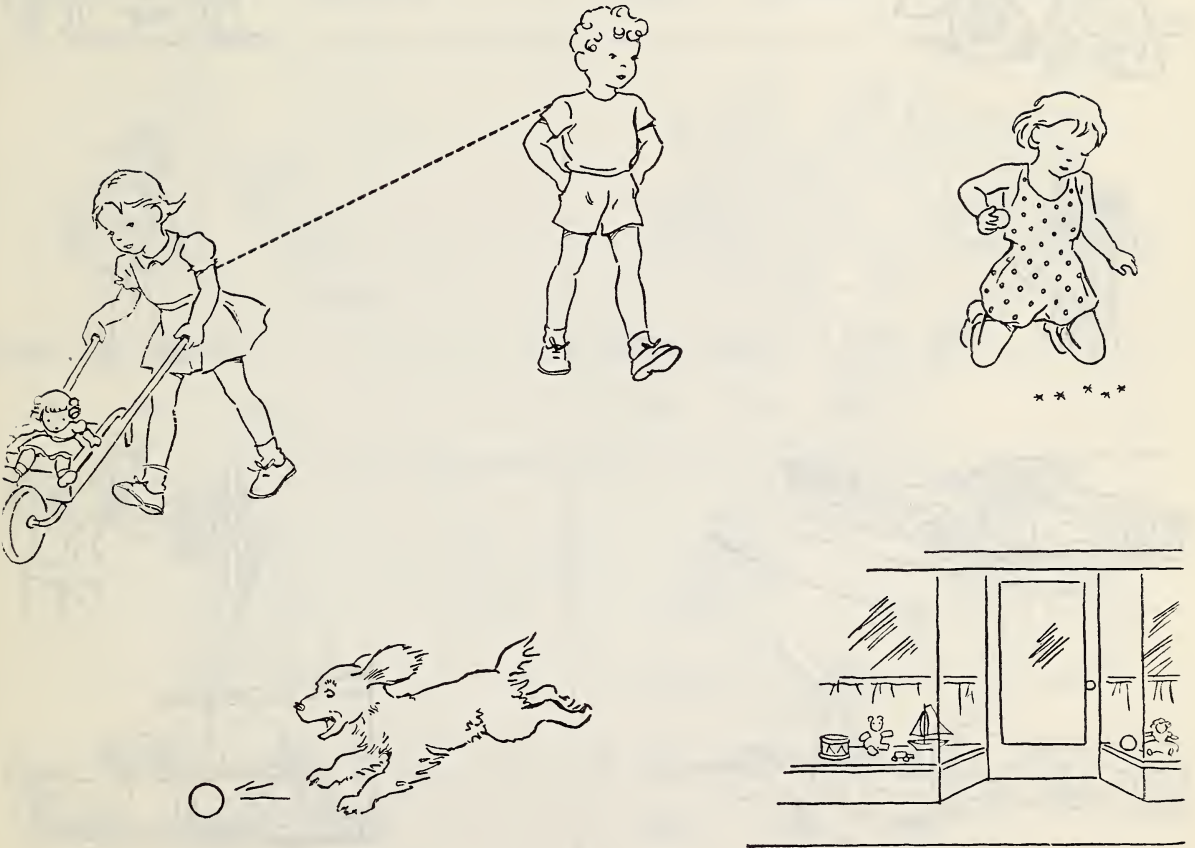
DIRECTIONS: Have pupils trace word *morning* and then color each picture which illustrates its meaning.



I walked and walked.

1. I saw Alice.
2. I saw Jip.
3. I saw May.
4. I saw a little brown store.

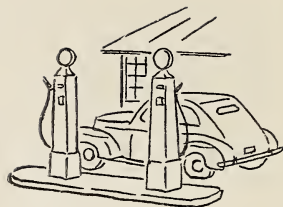
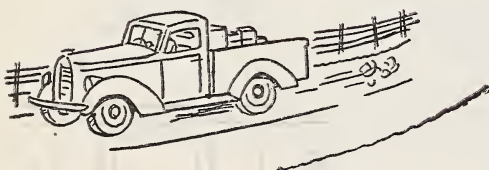
In I walked.



USE: With pages 29-32, *Open the Door*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in identifying and following in logical order a sequence of events, and in following in precise directions.

DIRECTIONS: Have pupils read the sentences and then, starting with the figure of Jerry, draw a continuous line from picture to picture to represent the path Jerry took as he walked. Then have pupils color pictures. Have them trace guide line as example of how path begins.



USE: With pages 29-32, *Open the Door*.  
 PURPOSE: To provide experience in interpreting the meaning of pictures, in associating ideas and seeing relationships, in predicting outcomes, and in following precise directions.

DIRECTIONS: Have pupils read each picture at the left, draw a line from each picture to the picture at the right which tells what will happen next, and then color pictures.



Father said, "Come with \_\_\_\_."

Alice      me      Mother



I walked, and Alice \_\_\_\_.

ran      looked      walked



See Jip jump \_\_\_\_.

in      at      up



Jerry said, "I can go \_\_\_\_."

to      in      is



Here is something I \_\_\_\_.

ride      like      look



I can play with \_\_\_\_.

you      me      my

USE: With pages 29-32, *Open the Door*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in associating ideas and seeing relationships, and in following precise directions.

DIRECTIONS: Have pupils read each sentence, draw a line around the word in the line below which completes its meaning, and then color pictures.





USE: With pages 33-38, *Open the Door*.

PURPOSE: To provide experience in interpreting pictures, in identifying a sequence of events, and in predicting outcomes.

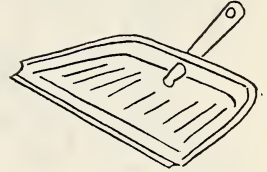
DIRECTIONS: Have pupils read and discuss the picture sequence in Row 1, trace the number 1, decide which picture should be numbered 2 and which 3, and write the corresponding number under each picture. Have them decide for themselves which picture in Row 2 should be numbered 4, and write 4 under it. Have them color only the pictures which tell the story.



Jerry wants a \_\_\_\_



Alice wants a \_\_\_\_.



May wants a \_\_\_\_.



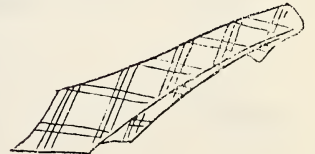
Father wants a \_\_\_\_.



Mother wants a \_\_\_\_.



Jip wants a \_\_\_\_.



USE: With pages 33-38, *Open the Door*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in noting picture detail and seeing relationships, and in following precise directions.



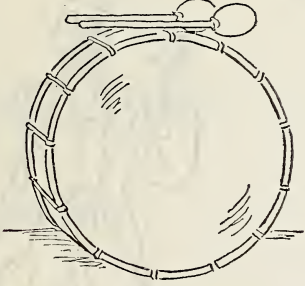



DIRECTIONS: Have pupils read each picture at the left, read the sentence which goes with the picture, and then draw a line from the sentence to the picture at the right which completes the thought. Have pupils trace guide line as example.



USE. With pages 33-38, *Open the Door*.  
PURPOSE: To provide experience in interpreting the meaning of pictures, in identifying a sequence of events, and in predicting outcomes.

DIRECTIONS: Have pupils read and discuss the picture sequence in Row 1, trace the number 1, decide which picture should be numbered 2 and which 3, and write the correct number under each picture. Have them decide for themselves which picture in Row 2 should be numbered 4, and write 4 under it. Have them color only the pictures which tell the story.



	<p>come</p> <p>go</p>	
	<p>little</p> <p>big</p>	
	<p>walked</p> <p>ran</p>	
<p>walked                  big</p> <p>little                  ran</p>	<p>ran                  come</p> <p>go                  walked</p>	<p>come                  go</p> <p>big                  little</p>

USE: With pages 39-44, *Open the Door*.

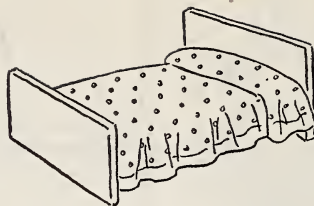
PURPOSE: To provide experience in associating meaning with pictures and word forms, in associating ideas and seeing relationships between words of opposite meaning, and in following precise directions.

DIRECTIONS: Have pupils draw a line from each word in the center column to the picture which illustrates its meaning. In the small boxes at the bottom, have pupils draw a line from each word at the left to the word at the right which has the opposite meaning.

boat



three



brown



red

up



big



ran



play



USE: With pages 39-44, *Open the Door*.

PURPOSE: To provide experience in auditory discrimination, in associating meaning with pictures and word forms, and in following precise directions.

DIRECTIONS: Have pupils draw a line from each word to the picture illustrating something which rhymes with the word. Have pupils trace guide line as example.

One, two.

What can I do?



I can see May.

I can saw.

I can go to the store.

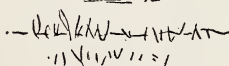
I can jump down.

I can play airplane.

I can ride in a boat.

I can go with Mother.

I can play.



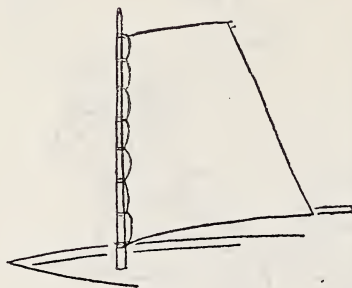
USE: With pages 39-44, *Open the Door*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, and in following precise directions.

DIRECTIONS: Have pupils draw a line from each sentence on the left to the picture on the right which illustrates its meaning, and then color pictures.




see  
said  
something  
saw



USE: With pages 45-50, *Open the Door*.

PURPOSE: To provide experience in auditory discrimination, to reinforce visual imagery with auditory, and to follow precise directions.


DIRECTIONS: Have pupils read each word in the box and note that each word begins with the same sound. Then have them draw a line under each picture which illustrates something which begins with the same sound, and color only those pictures. Have pupils trace guide line as example.

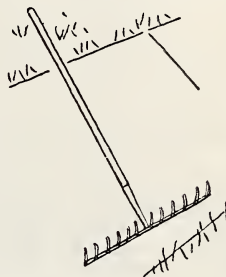
Something good to do with a .




Something good to do with a saw.



Something good to do with a .



Something good to do with a .



USE: With pages 45-50, *Open the Door*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in extending and clarifying the concept of the word *good*, in associating ideas and seeing relationships, and in following precise directions.

DIRECTIONS: Have pupils read each sentence, draw a line to the picture which illustrates its meaning, and then color pictures.

I walked and walked.

What did I see?

USE: With pages 45-50, *Open the Door*.

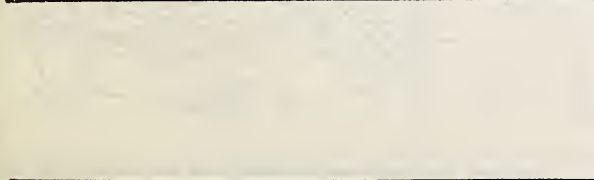
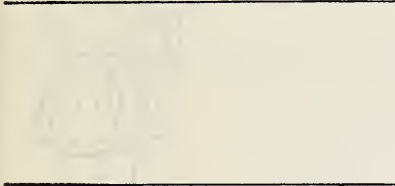
PURPOSE: To provide experience in associating ideas and seeing relationships, in using imagination, and in following precise directions.

DIRECTIONS: Have pupils read the two sentences at the top of the page and then draw what they think they would see on a walk.



Alice walked and walked.

What did she see?



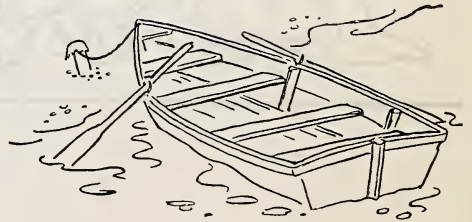
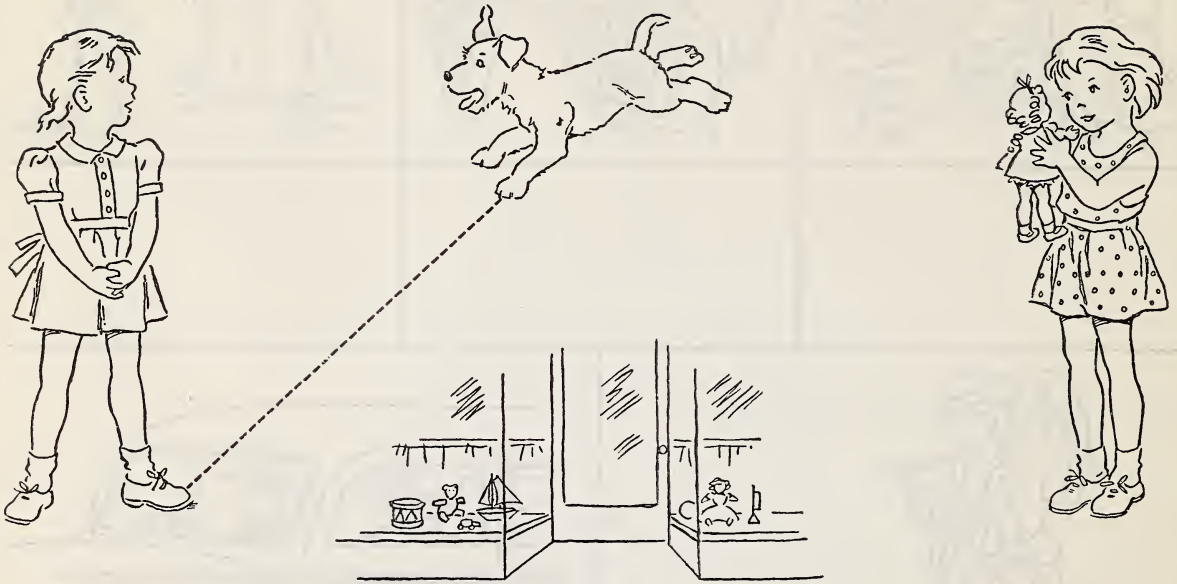
USE: With pages 51-56, *Open the Door*.

PURPOSE: To provide experience in interpreting the meaning of pictures, in identifying a sequence of events, and in following precise directions.

DIRECTIONS: Have pupils number the picture sequence in the exact order in which Alice met the different characters in the story.

## Little Puppy ran and ran.

1. He ran to see Alice.
2. He ran to see Jip.
3. He ran to the store.
4. He ran to the boat.
5. He ran to see May.



USE: With pages 51-56, *Open the Door*.

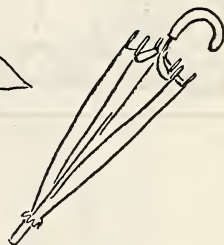
PURPOSE: To provide experience in associating meaning with pictures and word forms, in identifying and following in logical order a sequence of events, and in following precise directions.

DIRECTIONS: Have pupils read the sentences and then, beginning with the picture of Little Puppy, draw a continuous line from picture to picture to represent the path Little Puppy took as he ran. Then have pupils color pictures. Have pupils trace guide line as an example of how the path begins.

red



blue



brown



red



blue



brown

USE: With pages 51-56, *Open the Door*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in color discrimination, and in following precise directions; to reinforce visual imagery with kinesthetic imagery.

DIRECTIONS: Have pupils trace words in broken type and then color the pictures in each row according to the meaning of the color word for the row. In Row 4 have pupils color each picture according to the meaning of the color word below.

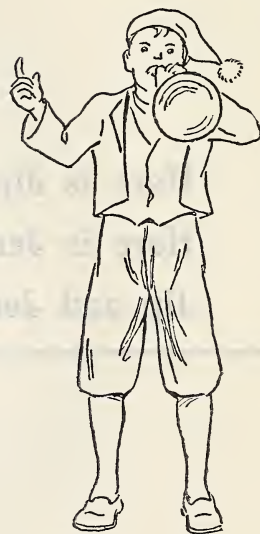




USE: With pages 51-56, *Open the Door*.  
PURPOSE: To provide experience in interpreting the meaning of pictures, in identifying a sequence of events, and in following precise directions.

DIRECTIONS: Have pupils number the picture sequence in the exact order in which events happened in the story.


morning  
mother  
me  
my



USE. With pages 57-64, *Open the Door*.

PURPOSE: To provide experience in auditory discrimination, to reinforce visual imagery with auditory, and to follow precise directions.

DIRECTIONS: Have pupils read each word in the box and note that each word begins with the same sound. Then have them draw a line under each picture illustrating something which begins with the same sound, and color only those pictures. Have pupils trace guide line as example.



Here is Jip.

Here is Jerry.

Jip and Jerry can play.

Here is a play house.

Here is May.

May can play house.

Here is Jerry.

Here is a red airplane.

The red airplane can go up.

Here is Father.

Here is a boat.

Father can ride in the boat.

USE: With pages 57-64, *Open the Door*.

PURPOSE: To provide experience in associating meaning with word forms, in using imagination, and in following precise directions.

DIRECTIONS: Have pupils read the group of sentences in each box and draw a picture to illustrate the meaning of each group.



pretty

USE: With pages 57-64, *Open the Door*.

PURPOSE: To provide experience in associating meaning with word forms, in extending and clarifying a word concept, in associating ideas and seeing relationships, and in following precise directions.

DIRECTIONS: Have pupils trace the word and then draw a picture of a pretty morning, or of things which they think are pretty.

What	in	He	up
Little	she	My	he
She	little	And	one
In	it	Up	my
It	what	One	and
Can	you	Did	at
Do	it	At	is
You	can	Is	did
What	do	Have	a
It	what	A	have

USE: With pages 65-71, *Open the Door*.

PURPOSE: To provide experience in noting likenesses and differences in word forms (capitalization).

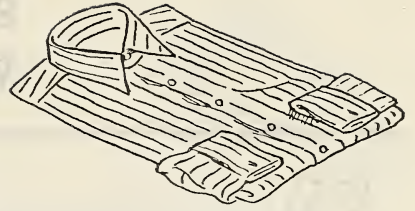
DIRECTIONS: Have pupils draw a line from each word beginning with a capital letter to the same word beginning with a small letter. Have them trace guide line as example.

Jerry saw something.

"Here is what I want," he said.

"It is big.

I can ride on it."

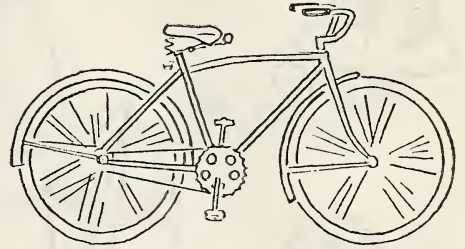


Alice saw something.

"Here is what I like," she said.

"It is little.

I can play with it."



Mother looked and looked.

"Father wants something," she said.

"Here is what he wants.

I like it.

Father may have it."



Father looked and looked.

"Mother wants something," he said.

"She wants something pretty.

Here is something pretty.

Here is what she wants."



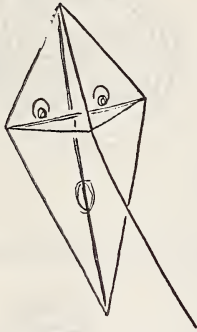
USE. With pages 65-71, *Open the Door*.

PURPOSE. To provide experience in associating meaning with pictures and word forms, in associating ideas and seeing relationships, and in following precise directions.

DIRECTIONS: Have pupils read each group of sentences, draw a line to the picture which illustrates its meaning, and then color pictures.



Something is not here.  
What is it?



USE: With pages 65-71, *Open the Door*.

PURPOSE: To provide experience in associating meaning with pictures and word forms, in visual discrimination, and in following precise directions.

DIRECTIONS: Have pupils read sentences and then, in each picture, draw in the missing part. Then have them color pictures.

kitten

look

at

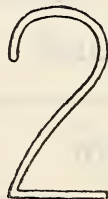
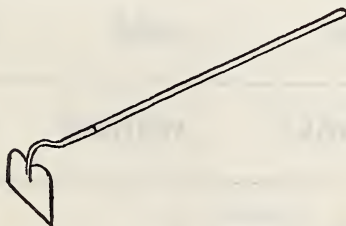
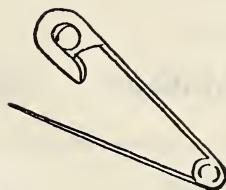
house

in

cap

do

go



USE: With pages 65-71, *Open the Door*.

PURPOSE: To provide experience in auditory discrimination, to reinforce visual discrimination with auditory discrimination, and to follow precise directions.

DIRECTIONS: Have pupils read each word and then draw a line from each word to the picture which represents a word which rhymes with it. Then have pupils color pictures. Have them trace guide line as example.

Sample

Mother	Alice			Jip	Jerry
look	brown			blue	looked
kitten	little			ride	did
come	cap			up	jump
may	me			not	one
here	have			play	two
too	three			puppy	pretty
good	go			do	down
see	saw	sne	said	store	something
with	window	want	walked	morning	what
and	ran	red	a	at	airplane
in	on	is	it	to	I

USE: Informal test following completion of *Open the Door*.

PURPOSE: To test pupil accuracy in word recognition, in auditory and visual perception, and pupil mastery of the 67 words in the basic vocabulary.

DIRECTIONS: In each row have pupils draw a line under the word which the teacher pronounces. See inside back cover for list of words to be pronounced. See that each pupil marks the sample correctly before proceeding with the test. See *Teacher's Guidebook for the Preprimer Program* for further discussion of test.



PE 1121 A39 1936 R--PRIM-  
P-PRIM- WKBK-  
THE ALICE AND JERRY BASIC READING  
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### Test Answers

- Page 20. Pictures to which lines should be drawn are self-evident.  
Page 45. Part 1—Pictures to which lines should be drawn are self-evident.  
Part 2—Mother and Father  
my big boat  
on the train  
two little kittens  
with me  
something to ride

- Page 80. May  
brown  
did  
come  
not  
have  
pretty  
do  
saw  
what  
at  
it

PE 1121 A39 1936 r.-prim.  
[p-prim. wkbk.]  
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reading program :  
39586118 CURR HIST

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CURRICULUM  
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Sample

Mother	Alice	May	Father	Jip	Jerry
look	brown	looked	boat	blue	looked
kitten	little	like	big	ride	did
come	cap	you	can	up	jump
may	me	morning	my	not	one
here	have	house	he	play	two
too	three	train	the	puppy	pretty
good	go	one	you	do	down
see	saw	she	said	store	something
with	window	want	walked	morning	what
and	ran	red	a	at	airplane
in	on	is	it	to	I

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\*000011587482\*

### Test Answers

Page 20. Pictures to which lines should be drawn are self-evident.  
Page 45. Part 1—Pictures to which lines should be drawn are self-evident.

Part 2—Mother and Father

my big boat  
on the train  
two little kittens  
with me  
something to ride

Page 80. May  
brown  
did  
come  
not  
have  
pretty  
do  
saw  
what  
at  
it

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